

EDTE 3430, 3440, 3450 FINAL EVALUATION

Bachelor of Education (Secondary) STEM Program

To be completed by Faculty Mentor with input from Teacher Mentor(s)

Teacher

Candidate: Patrick Ryan Date: April 29, 2020

School: Valleyview Secondary School Grade: 10, 12

Teacher

Mentor: Keith Wilson Faculty Mentor: Doron Yosef-Hassidim

SCHOOL CONTEXT: (e.g., school and classroom size, school location)

1950 Valleyview Dr, Kamloops, BC V2C 4C2

Patrick taught in a portable. The classes he taught were:

Foundations and Pre-Calculus Math 10. (27 students)

Pre-Calculus Math 12. (26 students)

Physics 12 (15 students)

Preparation and Organization	Comments
<p>Suggested Areas for Comment:</p> <ul style="list-style-type: none"> • Displays knowledge of content • Prepares comprehensively and selects appropriate content in accordance with goals and objectives of B.C. Curriculum • Keeps a detailed daybook • Develops and completes clear lesson plans • Is well prepared for the day • Keeps an organized system of record keeping, including assessment information, student activities, short and long term planning, and teaching resources • Connects subject matter to students' interests, prior learning, and new concepts • Prepares a logical sequence of subject matter for instruction • Connects assessment with lesson plan learning standards • Uses a range of resources and learning materials • Uses variety of teaching strategies • Incorporates creative ideas in lesson plans • Plans a variety of ways for students to represent their learning • Plans for differentiated instruction to meet students' varying abilities 	<p>Patrick is prepared and organized for the classes that he teaches.</p> <p>He has a well prepared lesson plan. He builds into his lesson plans review of prior knowledge, clear goals of the lesson, and several different strategies of instruction. Patrick leaves room in his lesson plans for the flexibility required in the dynamic environment of high school classroom.</p>

Classroom Management	Comments
<p>Suggested Areas for Comment:</p> <ul style="list-style-type: none"> Engages students in active and on-task learning Is consistent, respectful and fair Sets clear expectations and follows through appropriately Establishes and maintains classroom routines and rules Initiates and maintains student focus Is consistent in supporting behaviour expectation Encourages responsible student choices Uses positive management strategies 	<p>Patrick works hard to build a positive and respectful classroom environment. He makes an effective effort to build respectful relationships with students. The relationships he builds enables him to manage the class in a calm and effective manner. Patrick respects his students and is fair, and in the same time sets high expectations.</p>

Instruction	Comments
<p>Suggested Areas for Comment:</p> <ul style="list-style-type: none"> Uses a variety of questioning techniques (higher-level thinking, open-ended) Distributes questions and accepts answers evenly among all students Uses appropriate vocabulary for age level Uses voice effectively (inflection, tone, pacing, projection, expression, fluency, volume) Demonstrates correct usage of oral language Demonstrates correct usage of written language Listens attentively to students in order to check for understanding, re-teach if necessary Gives clear instructional directions (sequential, concise, step by step) Includes an engaging and appropriate lesson introduction and closure Presents lessons which flow smoothly (appropriate transitions, clearly connects The learning standards, IO's, lesson activities and assessment) Incorporates a balance of direct teaching and student active involvement Paces instruction appropriately Delivers lesson confidently and effectively 	<p>Patrick is confident in his teaching, as it is evident from his technique delivering practice questions orally. He manages effectively to switch between individual, group, and whole class attention. Observed assessments fit teaching material.</p> <p>Patrick has a strong content knowledge in both Physics and Math. He is able develop a variety of different lesson plans that link the core-competencies to the curricular content.</p> <p>Patrick “scaffolds” his lessons, building off of content and ideas that students have previously learned to introduce new concepts. He always has several different strategies ready to adapt and use to match the needs of students.</p> <p>Patrick is able to create a positive and effective learning environment. He effectively uses a variety of instructional practices that engage and challenge the students in the class. Each class Patrick randomly assigns students to groups of three for the class. He has these groups do problems on the white boards. While the students are working on the problems Patrick is able to provide extra instruction to those who need it, and able to add extensions to those who need it.</p>

	<p>Patrick is also able to quickly assess the understanding of the class and adapt his instruction as needed.</p> <p>Online tasks due to COVID-19:</p> <p>Patrick didn't have access to Google classroom so he did not take full responsibility for online teaching. In particular he did not have direct engagement with students during this part of the practicum.</p> <p>However, in consultation with the TM, he was involved in a unit for each of the classes he has been teaching; he developed all tests, quizzes and other materials as well as producing video lessons that he uploaded to a YouTube channel.</p> <p>Creating the videos was complicated by technical difficulties, but with skill and persistence Patrick was able to overcome these difficulties and create clear videos that are shared with me.</p>
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Assessment	Comments
<p>Suggested Areas for Comment:</p> <ul style="list-style-type: none"> Provides students with specific, constructive verbal and written feedback Reports appropriately on students' progress. Uses a variety of assessment tools, e.g. anecdotal notes, checklists, tests, portfolios, observations, running records, whole class reading assessments, school-wide writes, rubrics Able to share, when necessary and appropriate, relevant information both formally and informally with Teacher Mentor, students, parents and school personnel Uses a variety of reporting techniques, e.g., conferences, written reports, student self-reporting, conversations, Individual Education Plans) Uses assessment and evaluation as an integral part of instruction Engages students in self-assessment and uses it effectively 	<p>Patrick provides a variety of different opportunities for students to demonstrate their understanding. He effectively uses "triangulation" (Conversation, Observation, and Product) to assess students. He constantly circles the class talking to students to find out what they know and what they don't know. While students are working in groups or individually, he is looking for evidence of understanding. Patrick collects a variety of product from students. From this product he is able to effectively choose what is best for a formative assessment and what is best for a summative assessment. He is flexible in his assessment strategies and allows for student's different ways to demonstrate their understanding.</p>

Professional Qualities	Comments
Suggested Areas for Comment: <ul style="list-style-type: none"> • Willingly assumes classroom and other school related responsibilities • Arrives at school early. Stays after school until the next day is prepared • Is an enthusiastic teacher who shows a commitment to learning and teaching • Takes initiative; enthusiastically acquires knowledge • Is empathic toward and respectful of others • Respects confidential nature of professional information and follows the BC Teacher's Code of Ethics • Establishes and maintains appropriate relationships with colleagues, staff, parents and students and consults the proper channels of authority • Demonstrates reflective and self-evaluative skills • Seeks, accepts and acts on constructive feedback • Takes advantage of professional development opportunities • Displays a positive attitude and demonstrates professional qualities • Contributes to the culture of the school beyond the classroom 	<p>Patrick maintains professional qualities and relations with students and his Teacher Mentor. He arrives early to and stays to make sure he is prepped for days to come.</p> <p>Patrick communicates clearly and with respect, to staff, student and parents. Patrick asks for and receives feedback easily and he himself is constantly evaluating his practice to see what was effective and was not.</p>

SUMMARY COMMENTS

Patrick is a serious, confident, and professional educator with very good teaching skills.

I am sure he will be a great teacher.

TEACHER CANDIDATE'S standing at the end of	Complete	Supplemental	Incomplete
EDTE 3430, 3440, 3450	x		

* TC initials indicate only that content has been read, discussed and is understood. TC initials do not indicate agreement/disagreement with the content of the evaluation.

Teacher Candidate's initials:

PR

Teacher Mentor's signature(s):

K. L. H.

Faculty Mentor's signature(s):

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